

Recommendations by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Programs at Western Governors University

March 18, 2009
Overview of this Report

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This agenda report includes the findings of the accreditation visit conducted at Western Governors University. The team report presents the findings based upon reading the Institutional Self- Study Reports, review of supporting documentation and interviews with representative constituencies. On the basis of the report, an accreditation recommendation is made for the institution.

NCATE & Common Standards and Program Standard Decisions For all Programs offered by the Institution

	Met	Met with Concerns	Not Met
1) Candidate Knowledge, Skills, and Dispositions	X		
2) Assessment System and Unit Evaluation	X		
3) Field Experiences and Clinical Practice		X	
4) Diversity		X	
5) Faculty Qualifications, Performance, and Development	X		
6) Unit Governance and Resources	X		
Common Standard 1: Credential Recommendation Process	X		
Common Standard 6: Advice and Assistance	X		

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Multiple Subject & Single Subject	21	17	4	0

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the activities of the site visit:

- Preparation for the Accreditation Visit
- Preparation of the Institutional Self-Study Report
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

**Commission on Teacher Credentialing
Committee on Accreditation
Accreditation Team Report**

Institution: Western Governors University

Dates of Visit: March 15-18, 2009

Accreditation Team

Recommendation: Accreditation with Stipulations

Rationale:

The unanimous recommendation of *Accreditation with Stipulations* was based on a thorough review of the institutional self-study; additional supporting documents available during the visit; interviews with administrators, faculty, candidates, and graduates; along with additional information requested from program leadership during the visit. The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards

WGU has chosen to respond to the six NCATE Unit standards in lieu of responding to all of the California Common Standards. WGU also included a response to CTC Common Standards 1.1, 6.1, 6.2, and 6.3. Four of the NCATE Unit standards were Met. **Standard 3: Field Experiences and Clinical Practice** and **Standard 4: Diversity** were Met with Concerns. All CTC Common Standard elements were Met.

Program Standards

Discussion of findings and appropriate input by individual team members and by the total team membership was provided for each of the programs. Following these discussions of each program reviewed, the total team considered whether the program standards were Met, Met with Concerns or Not Met. In the Single and Multiple Subject Programs, seventeen standards are "Met," with four standards "Met with Concerns."

Overall Recommendation – Accreditation with Stipulations

The institution is generally effective in preparing educators in its general operations apart from the identified areas of concern. The team identified concerns about field placement procedures ensuring that field experiences meet all the common and program standards. The team also identified concerns for addressing content literacy for single subject candidates and some aspects of the preparation for teaching English language learners.

Stipulations:

- That WGU provide systematic documentation of the process and information related to field experiences, including issues of diversity, within one year of the site visit.
- That WGU provide evidence of systematically addressing the issues related to curriculum and fieldwork for the multiple and single subject preparation programs.

- That the institution provides evidence about actions taken to address stipulations within one year of the date of action by the Committee on Accreditation.

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On the basis of this recommendation, the institution is authorized to recommend candidates for the following Credentials:

Initial/Teaching Credentials

Multiple Subject with Intern option

Single Subject with Intern option

Staff recommends that:

- The institution's response to the preconditions be accepted.
- Western Governors University be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Western Governors University continues in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

Accreditation Team

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Common Standards:

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Staff to the Visit:

Terry Janicki

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Documents Reviewed

University Catalog

Institutional Self Study

Course Syllabi

Candidate Files

Fieldwork Handbooks

Field Experience Notebooks

Candidate Portfolios

Schedule of Classes

Advisement Documents

Faculty Vitae

Websites

Biennial Report

Interviews Conducted

	TOTAL Interviews
Program Faculty	9
Institutional Administration	10
Candidates	14
Graduates	3
Employers of Graduates	0
Supervising Practitioners	7
Advisors	4
School Administrators	4
Credential Analysts and Staff	2
Advisory Committee	3
Total Interviews	56

Note: In some cases, individuals were interviewed by more than one cluster (especially faculty) because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Background Information

The idea for Western Governors University (WGU) was born in 1995 at a bipartisan meeting of the Western Governors Association. The governors enlisted the Western Interstate Commission on Higher Education (WICHE) and the National Center for Higher Education Management Systems (NCHEMS) to help design the newly envisioned university. WGU was chartered in 1996 and was incorporated as a private, non-profit university in 1997; they began accepting students in 1999. WGU's administrative offices are located in Salt Lake City.

WGU was created to expand access to higher education through online, competency-based degree programs. Hence, WGU strives to serve as many students as possible—including minorities, first-generation college students, those with modest incomes, and others whose lives or geographic locations do not allow them to attend traditional, campus-based colleges. WGU has developed into a national university, serving over 12,000 students from all 50 states.

The WGU's Teachers College (WGU-TC) programs were designed by looking first at which competencies candidates needed to possess prior to graduation. From the comprehensive set of national, professional, state, and institutional standards in their standards database (approximately 38,000), WGU faculty derived an initial set of competencies that knowledgeable, competent, caring teachers and other school professionals should possess. Assessment specialists, working with faculty subject matter experts (SMEs) subdivided each competency into smaller, measurable objectives. The Assessment Department developed a variety of assessments, each aligned to the faculty specifications, to measure candidates' mastery of the required competencies and objectives. Faculty members then identified learning resources that aligned to those competencies. Candidates make use of the aligned learning resource(s) as they prepare for their program assessments, and demonstrate mastery of each competency by passing a series of assessments.

Candidates receive support from differing categories of faculty. The institution reports that it has "unbundled" the role of faculty into program coordinators, academic mentors, progress mentors, community facilitators, and task graders. All candidates are assigned a progress mentor who

coaches and interacts with them throughout their journey to program completion. In addition, every module or content domain/sub-domain has a content-type faculty or mentor (academic mentor) who will respond to questions about that content area.

Academic mentors have input on course design and are specialists in each given module or course. WGU is currently in transition from a model wherein the academic mentors also were progress mentors—serving students through to completion and also serving as academic mentors in areas of content specialty. The new direction is to avoid role duplication for these two types of mentors.

In addition there are Interest Communities with facilitators who are available any time to interact with candidates as they enter those communities online and engage with others across the country who may also be in those communities at any particular time.

Education Unit

The WGU's Teachers College offers the following programs: the Post Baccalaureate Teacher Preparation Program for Prospective Multiple Subjects teachers (including intern option) and the Post-baccalaureate Teacher Preparation Program for Single Subject teachers (including an intern option) for mathematics teachers, science teachers, and social science teachers. All programs are competency based and online except for the in-classroom components: Preclinical Experiences and Demonstration Teaching.

Table 1
Program Review Status

Program Name	Number of program completers (2007-08)	Number of Candidates Enrolled or Admitted
Multiple/Intern	9	115
Single Subject/Intern	7	97

The Visit

The visit of Western Governors University began on Sunday, March 15 at noon. The team members met at the hotel where the visit took place. A team meeting, document review and orientation to the programs offered by the institution took place on Sunday afternoon. In addition, team members began interviewing stakeholders. Data collection continued on Monday and Tuesday. On Tuesday morning, the team lead presented the Mid-Visit Report to the Associate Provost for Academic Programs (Interim Dean, Teachers College.) Tuesday evening the team met to discuss all standards and programs. Consensus was reached on all standard findings and an accreditation recommendation. The Exit Report was held at the site visit hotel at 11 a.m. on Wednesday, March 18, 2009.

NCATE Common Standards

Standard 1: Candidate Knowledge, Skills, and Dispositions

Met

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and

dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Findings:

Content Knowledge for Teacher Candidates (Initial and Continuing Preparation of Teachers)

Teacher candidates demonstrate content knowledge with passing scores on appropriate CSET exams. Subject matter courses are available for potential candidates who may require additional review or preparation in the subject area. Candidates are also expected to demonstrate knowledge of subject area content standards in the assessment of multiple competencies.

Pedagogical Content Knowledge for Teacher Candidates

Candidates are required to draw on content knowledge in the preparation of assignments including development of lesson plans, application of teaching strategies, and to pass objective competency exams. Additionally, candidates are scored on their ability to communicate content knowledge during their midterm and final demonstration teaching evaluations.

Professional and Pedagogical Knowledge and Skills for Teacher Candidates (Initial and Continuing Preparation of Teachers)

The teacher preparation competencies are divided into the following domains: Foundations of Teaching, Effective Teaching Practices, and Demonstration Teaching. The sub domains of Foundations of Teaching include Human Development and learning, Diversity and Inclusion, Schools and Society, Testing, and Classroom Management. All competencies in each sub domain must be satisfied before a candidate can move on to the next subdomain. The Effective Teaching Practices domain includes research-based competencies (knowledge and skills) related to how to teach effectively. Sub domains include: Instructional Planning and Strategies, Instructional Presentation and Follow-up, and Specific Pedagogy. During Demonstration Teaching, candidates are required to apply the pedagogical skills and knowledge as demonstrated by passing scores on Performance Observations, Midterm and Final Evaluations completed by Clinical Supervisors and Host Teachers.

Dispositions for All Candidates

In the Teachers College Code of Ethics, the following dispositions for teaching candidates are identified: competent and caring, respectful and embracing of diversity, reflective practitioners, equitable and fair. Candidates are assessed on professional dispositions in many of the assessment tasks completed to meet competencies. Through 2008, all candidates were required to take the Haberman Star Teacher On-Line Pre-Screener and score in the top three quartiles. If dispositional concerns are identified, measures are taken to counsel the candidate. In addition, professional ethics, responsibilities, and dispositions are discussed during cohort seminars held weekly during Demonstration Teaching.

All candidates are required to pass the Cohort Seminar Performance Assessment which covers professional dispositions including ethical responsibilities, reflection, professional growth, and professional collaboration. Clinical Supervisors may prepare Improvement Plans when observations raise a dispositional issue.

Student Learning for Teacher Candidates (Initial and Continuing Preparation of Teachers)

Personnel in the Teachers College believe “that all children can learn and deserve the highest quality education; and that our mission and vision will ensure that our candidates share and act on this belief, thus meeting the needs of their students and the school systems they serve.”

Competencies in the program are designed to ensure that candidates develop the ability to assess and analyze student learning, make appropriate adjustments to instruction, and monitor student learning. Candidates complete Teacher Work Sample tasks that show their ability to focus on student learning and use assessments appropriately to design and modify learning for all students. In addition, diversity-related competencies are built into the professional preparation domains.

Standard 2: Assessment System and Unit Evaluation

Met

The unit has an assessment system that collects and analyzes data on the applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

Findings:

Assessment System

The unit assessment system was designed to collect evidence of mastery of candidate proficiencies and dispositions. The competencies were selected by a group of experts from a data base of standards collected from all licensure programs, as well as national standards from recognized professional organizations. The integrity of the assessment system is ensured by the oversight of the WGU Assessment Council. Because program is competency based, all candidates must pass all competencies sequentially to complete the program. Multiple measures of candidate performance at four transition points are collected including exams, performance tasks, pre-clinical exercises, observations, and work samples. Additionally, at the institution level, data are collected in the areas of student retention, student satisfaction, and program completion. Data reports are provided to programs monthly.

Data Collection, Analysis, and Evaluation

WGU possesses a “data-regarding” culture which uses a continuous program review model to keep program current and effective.

Use of Data for Program Improvement

Various aspects of the program are reviewed by appropriate personnel or councils daily, weekly, monthly, quarterly, and bi-annually. For example, data-informed conversations have led to better alignment of learning resources and assessments and analysis of the validity of assessments and student performance on them. Deeper program review may be instigated when warranted. In addition, faculty are brought together twice yearly to discuss data findings, train, and perform long-term tactical planning based on performance and student satisfaction data.

Standard 3: Field Experiences and Clinical Practice

Met with Concerns

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

Findings:

Collaboration between Unit and School Partners

Western Governors University's Teacher College developed its credential programs with input from school partners from across the nation, and they continuously revise offerings and experiences with input from school practitioners. WGU is instituting a California Council comprised of a variety of personnel at different positions in California schools. The intent is that the Council will provide an ongoing voice representing California perspectives. Further, the University has working relationships with more than 40 schools across the state where they have placed their credential candidates for field experiences. Administrators from these schools often serve as clinical supervisors for the candidates during Demonstration Teaching and Intern Teaching. In sum, although WGU school partnerships look different from those at many brick-and-mortar universities, the University establishes partnerships that are appropriate for its mission and strengths.

Design, Implementation, and Evaluation of Field Experience and Clinical Practice

The design of field experiences and clinical practice proceeds in a developmentally appropriate sequence that begins with pre-clinical experiences and culminates in a 12-week supervised student teaching experience. Pre-clinical Experiences build, beginning with observations of video-recorded lessons, moving to live observations, and concluding with the teaching of mini-lessons. Demonstration Teaching is a full-day experience during which time candidates take on increasingly more complex teaching responsibilities. However, the team found little evidence of systematic selection of field-placement sites that meet the field-placement program standards. Candidates are systematically evaluated throughout Pre-clinical Experiences and Demonstration Teaching. Assessments include performance tasks scored by trained assessors using rubrics and protocol-driven observations conducted by clinical supervisors and host teachers (in the case of traditional student teaching candidates). Candidates and graduates reported feeling well-prepared for their Demonstration Teaching or intern teaching experience.

Candidates' Development and Demonstration of Knowledge, Skills, and Disposition to Help All Students Learn

WGU's Teachers College has planned a systematic and logical set of competency-based learning experiences that allow every candidate to develop the knowledge, skills, and dispositions to help all students learn. They are required to demonstrate via multiple measures their knowledge of developmentally appropriate skills, strategies, materials, and technology that can address the varying needs of students. Development and demonstration of dispositions for teaching—throughout course and field experiences—is a special strength of the WGU program and is assessed continually throughout the program.

Rationale

The team found little evidence of systematic selection of field-placement sites that meet the field-placement program standards.

Standard 4: Diversity

Met with Concerns

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

Findings:

Design, Implementation, and Evaluation of Curriculum and Experiences

The unit has created a wide-ranging catalogue of learning experiences organized according to domains and sub-domains (courses) taken from a variety of professional sources and delivered via internet and learning tasks. One sub domain, Diversity and Inclusion, specifically supports candidate learning in areas of diversity. Many competencies require candidates to consider content, strategies, and materials that will address the diverse learning needs of students. During field experiences, candidates gain insight into diversity in the school community.

Experiences Working with Diverse Faculty

The unit reported its definition of diversity was expanded to include geographic regionality as well as race, language, and socio-economic levels. The institutional report identified the Unit as having a faculty (mentors and administrators) that was 97.5% White/Non-Hispanic. However, factoring the expanded definition of regions, the diversity rates changed since faculty are from multiple states. The unit reported that it is making efforts to recruit for more diverse unit personnel.

Experiences Working with Diverse Candidates

Candidates reported in the institutional report are 56.2% White/Non-Hispanic but reported by regions of the US they were even more diverse. Because the candidates interact online or via telephone, there is little attention or awareness to ethnic diversities.

Experiences Working with Diverse Students in K-12 Settings

Interviews with mentors and candidates and graduates indicated that not all candidates experienced the required levels of diversity in the Pre-Clinical field experiences and Demonstration Teaching placements

Rationale

The team found inconsistent evidence that candidate field placements served P-12 students who were demographically diverse with respect to each other or to the candidate.

Standard 5: Faculty Qualifications, Performance, and Development

Met

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Qualified Faculty

Interviews and review of vitae indicate that mentors, coordinators, and administrators are qualified for their roles. They hold appropriate degrees for their work and most have previous experience in school settings. In its newest model of student support, the Teachers College assigns academic mentors to course experiences based on their content (e.g., subject matter and pedagogical) expertise. Thus, candidates will have the continuous support of a progress monitor to support their personal and profession development and progress throughout the program and a number of specialists to support their mastery of specific competencies. Candidates uniformly praised their mentors for their encouragement, quick answers, and resourceful thinking.

Modeling Best Professional Practices in Teaching

In this online, self-paced learning environment, mentors model best practices in teaching in nontraditional ways. They communicate frequently and with care with each of their assigned candidates, guiding their successful development as professional and reflective teachers. They use a variety of forms of communication such as e-mail, teleconferencing, Instant Messaging, and individual phone calls. Further, candidates and graduates report that mentors demonstrate effective teaching by modeling resourcefulness (in tracking down information) and resources. Mentors might also use online cohort sessions to discuss or demonstrate best practices. In these ways, mentors model that ‘best teachers’ demonstrate genuine care for their students, communicate effectively, and model the very traits they wish their students will develop.

Modeling Best Professional Practices in Scholarship

Mentors are engaged in disseminating information through written work such as an article for the Association for Supervision and Curriculum Development, a book review, and conference papers. They have presented papers and panel discussions at meetings such as the American Political Science Association and various organizations that focus on distance learning. One mentor presented a keynote address for Utah’s Montessori Council’s annual convention.

Mentors have conducted workshops, including Healthy Choice: Healthy Schools. Mentors further demonstrate their involvement in the professional and scholarly community through a Tech PT³ grant and attendance at relevant conferences.

Modeling Best Professional Practices in Service

Mentors serve the profession, their community, and their University through memberships in organizations such as CTA, NEA, and California organizations such as the Council of Literacy, the Reading Association, and the Council for Social Studies. Mentors hold memberships on organizational boards such as a school board and a board of trustees. Mentors have also participated in WGU program development such as contributing to the accreditation efforts, rewriting the Effective Teaching Domain and Task Stream monitoring.

Collaboration

Mentors and other personnel indicate that, despite possible geographic distances and time zone disparities, they collaborate frequently with their WGU colleagues. They report that Instant

Messaging keeps them in virtually constant contact, and they use a variety of other structures to facilitate communication. More formally, faculty collaborate for continuous program improvement, with most faculty fulfilling more than one role and working on a variety of teams to maintain the health and currency of the program.

Standard 6: Unit Governance and Resources

Met

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

Findings:

Unit Leadership and Authority

The Dean of the Teachers College is the Unit head who provides leadership in planning, delivering, and operating programs within the unit including ensuring goals, strategies, and resource allocations are consistent with the Unit's vision/mission, directing grant proposals and preparing for accreditations. Additionally, the unit is served by the Director of Curriculum and Instruction, Program Coordinators, and Director of Field Experiences.

Recruiting, Admission, and Candidate Access to Information and Services

The institution employs a Marketing Vice President who is responsible for marketing and recruiting efforts. The web page provides clear and detailed information to potential students and the specially-trained enrollment counselors ensure that all inquiries about WGU are answered personally. Preparation of the enrollment counselors includes in-service training by Program Coordinators so that general program-specific questions can be answered accurately and immediately. Enrollment counselors provide orientation about the unique WGU way of delivering curriculum as well as make the program entry process more efficient and user friendly.

Unit Budget

Western Governors University is a not-for-profit institution. Except during start-up, programs are expected to generate revenues to be self-supporting. The unit budget is determined in consultation with the President. Based on conversations with university and unit administrators, it appears that resources are allocated equitably across the programs of the university. Money is provided to support professional development.

Personnel

The unit includes mentors, coordinators, and administrators, most of whom serve more than one role in support of the programs. While mentors might be considered faculty in some institutions, the unique characteristics of their relation with student learning does not lend itself to making workload comparisons to traditional faculty positions. University level enrollment counselors support the programs as they are the individuals who field all initial inquiries about specific programs and the online learning format of the university. Additionally, mentors and students are supported by readily available university level technology support. Candidates and graduates reported being very satisfied with the level of support they received from program personnel.

Unit Facilities

The university's main offices are in Salt Lake City, Utah, in a fully accessible building. A facility in Phoenix, Arizona, recently was leased by the university to be used primarily for

training and development of new mentors, including Teachers College mentors. However, the institution is a cyber campus. Financial systems, student services, instructional delivery, assessments, and reporting are provided over the internet from secure servers.

WGU has a relationship with the University of New Mexico that provides library resources to WGU students and mentors.

Unit Resources including Technology

Adequate monetary resources are allocated to ensure that high quality learning resources are provided for students. Mentors are allocated to programs in proportion to enrollments.

The institution employs leading edge computing and networking resources designed to meet the 24/7 needs of up to 20,000 members of the university community. A help desk provides phone and email assistance to all students and mentors. Mentors are provided with computers, special phones, high-speed internet, and home office supplies. Mentors and students can access information resources securely from virtually any location.

Commission Common Standards

Standard 1: Educational Leadership Findings:

Met

The Education Unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

Through interviews with credential analysts and review of the WGU Credential Requirement Checklist the team found that unit has developed and is implementing a credential recommendation process. The analysts were competent and willing to avail themselves of resources like the Credential Information Guide (CIG), list serve, and CAW news.

Standard 6: Advice and Assistance Findings:

Met

Qualified members of the Unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist in their professional placement.

Enrollment advisors for the university and the program are trained in best practices for student service. It is their responsibility to make immediate contact with interested potential students, provide both paper and web materials, and make phone contact as needed. The qualifications of unit mentors include preparation and teaching experience specific to the program served. The mentors also receive training specific to student support.

Appropriate information is accessible to guide each candidate's attainment of all program requirements.

Each candidate is assigned a mentor who monitors the progress and guides the candidate through completion of the program. There is regular communication by phone and email. In addition, academic mentors support development of competencies through phone and email communication, and learning communities.

The Unit provides support to candidates who need special assistance, and retains in each program only those candidates who are suited for entry or advancement in the education profession.

Academic and dispositional mentoring and coaching are offered for individuals who require additional or remedial support to successfully complete the competencies. Because this is a competency-based program, candidates move forward through the program only as they master each competency.

Multiple Subject and Single Credential Programs Multiple and Single Subject Internship Credential

Findings on Standards:

Western Governors University is a nationwide institution for higher education across multiple disciplines including professional education within the unit entitled Teachers College. Candidates reside in California, as well as in other states. The program is aligned to state standards for multiple states, as well as NCATE standards. California credential candidates are guided with a faculty mentor in the Golden State Community, an online gathering for all of the California Candidates. Candidates undertake a sequence of modules via the Internet and assessments within an internet-assessment and portfolio provider—TaskStream. Candidates in the WGU Teachers College seeking Multiple or Single Subject credentials in California fall into two categories: intern and traditional. Interns are candidates with offers of employment in teaching and meeting the prerequisite BA degree from a regionally accredited institution. Traditional candidates either go through an undergraduate program completing prerequisites or come with a baccalaureate degree from a regionally accredited IHE. If the undergraduate degree has not met subject matter competence then candidates are encouraged to take courses for preparation in their subject-matter; however, all California candidates are required to pass subject matter competence exam (CSET).

WGU does not have traditional courses, but instead, has a series of domains, sub-domains, competencies and objectives. Many of the sub-domains (courses) were selected by lead (national) education faculty members from a catalogue of existing, internet-delivered self-contained packages to form the base for the teacher preparation program sequence. The curriculum is delivered via readings, video, remote small-group discussions and other electronic communications, and web-based activities. Periodic review by the content faculty experts of these electronic learning modules (sub-domains) in contrast to candidate perception response has lead to modification, adjustment and replacement of the current learning modules.

The design of the program proceeds in a developmentally appropriate sequence by focusing on foundational knowledge, then building effective teaching practices (including both general and subject-specific practices and including pre-clinical experiences), and culminating in a supervised student teaching experience. Field experiences build, beginning with Pre Clinical Experiences (which include live observations and the teaching of mini-lessons) and culminating in an extensive full-time Demonstration Teaching experience. Candidates experience two levels of practicum: field observation and demonstration teaching (DT). Demonstration teaching is a 12-week process culminating with a week of the candidate being in full charge of the classroom.

Whenever assignments (tasks) are submitted in TaskStream, then the work is assessed by a grader. The grader reviews and responds according to the published associated rubric and provides feedback comments. Candidates can reply to graders and request any clarification if needed. They can also communicate with their Progress Mentor, who also has access to the candidate's work in TaskStream.

Candidates program of studies is outlined on their individual TaskStream Accounts that guides each through the sequence of modules, domains, sub-domains and competency assessments. On the WGU portal the candidates have an assessment area. The assessment pages online contain links to the study tools and learning activities within each student's Academic Action Plan (AAP).

Credential candidates are assessed during each phase of their program through a series of objective tests, performance tasks, and scored observations. Candidates are required to demonstrate mastery (as designated by cut scores on objective tests and performance levels for other tasks), and they are required to re-take assessments until they demonstrate mastery. Objective tests are often preceded by pretests that match tests' content and format, and post-tests are completed under secure conditions. Candidates have advance access to rubrics for all performance tasks. Performance tasks are submitted electronically via TaskStream and are graded by qualified assessors who send scores and feedback to candidates in a timely fashion, often in just three days. Observations follow a set protocol and are completed both by clinical supervisors and host teachers (for regular credential students). Clinical supervisors and host teachers both complete a series of six observations for each of their candidates, a midterm evaluation, and final teaching evaluation.

The Unit's assessment system collects and uses data about candidates' knowledge, skills and abilities. Beginning with candidates admitted in July 2008, all multiple and single subject credential candidates must pass, with a score of 3/4, all four tasks of the CalTPA. CalTPA tasks mirror formative assessment and learning activities completed by candidates throughout their WGU program. Candidates are advised regarding the CalTPA upon enrollment and receive timely information regarding completion and submission. Tasks are submitted electronically via TaskStream. Assessors are trained and remain calibrated and systematic in their scoring.

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, intern teachers, faculty, and supervising practitioners, the team determined that all program standards are fully met except the following standards that were met with concerns: 7B, 13, 15, 16.

Standard 7B Preparation to Teach Language Arts: Single Subject Reading, Writing, and Related Language Instruction in English

Met with Concerns

While the unit provides learning outcomes in the secondary program sub-domains for teaching reading and literacy to secondary students, insufficient learning resources were included for meeting these objectives. For example, the team found little evidence that the resources and learning experiences available to the candidates appropriately equip them to meet reading and language arts needs for secondary students across the curriculum, such as:

- Content-based literacy strategies
- Comprehension
- Academic language
- Use of Literacy Assessments

Standard 13: Preparation to Teach English Learners

Met with Concerns

While the domains and tasks provided ample opportunity for candidates to learn about teaching English language learners, the team found little evidence that field experience consistently provided planned opportunity for teaching ELL.

The Unit's Institutional Report said that they require an observation of classrooms with significant ELL population. The team found little evidence in data provided by the unit to indicate that all candidates are afforded this opportunity.

Standard 15: Learning to Teach Through Supervised Fieldwork

Met with Concerns

All multiple and single subject candidates complete field experiences relevant to their programs. However, the team found little evidence that candidates are consistently placed in field experience sites serving ELL populations. The team found little evidence to verify that Multiple Subject Candidates experience field placements at two or more grade-spans.

Standard 16: Selection of Fieldwork Sites and Qualifications of Field Supervisors**Met with Concerns**

The majority (13/14) of the candidates interviewed reported that they selected and initiated primary contact with their field placement sites for Demonstration Teaching. These recommendations were reported to the Unit and then arrangements made through the field placement specialist. This afforded little opportunity for the unit to pre-plan the field placement to ensure the required elements (e.g. ELL populations).